

## **Sample student growth goals OPGES**

Other professionals will use student standards that apply to their field and to the work they support.

### **Possible examples of student standards:**

Library = [AASL](#) standards for the 21<sup>st</sup> century learner.

Counselor = [ASCA](#)-Student mindsets and behaviors

Speech Therapist = State or national [ELA speaking and listening standards](#)

Instructional coach = state math, ELA, science or [other standards](#) used by the teacher the instructional coach supports.

<i><b>From CEP</b></i>	<i><b>SMART</b></i>
<p>The goal</p> <ul style="list-style-type: none"> <li>-Is congruent with Kentucky Core Academic Standards appropriate for the grade level and content area for which it was developed.</li> <li>-Represents or encompasses an enduring skill, process or concept that students are expected to master by taking a particular course (or courses) in school.</li> <li>-Will allow high and low achieving student to adequately demonstrate their knowledge.</li> <li>-provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.</li> </ul>	<p><i><b>Specific</b></i> – the goal is focused on a specific area of student need within the content.</p> <p><i><b>Measurable</b></i> – the goal will be assessed using an appropriate instrument.</p> <p><i><b>Appropriate</b></i> – the goal is standards-based and directly related to the responsibilities of the teacher.</p> <p><i><b>Realistic</b></i> – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.</p> <p><i><b>Time-bound</b></i> – the goal contained to a simple school year/course.</p> <p><i>*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.</i></p>
<p><b>Enduring Skill – identify from content standards</b></p> <p><b>Growth Target – using baseline data, how much growth is expected.</b></p> <p><b>Proficiency Target- using baseline data and multiple assessments, how many are expected to reach the educator determined proficiency level.</b></p>	

<b>Library Media Specialist</b>	<b>Library Medial Specialist</b>
<p>By the end of the 2015-16 school year, all of the 10th grade students will <u>show growth in their ability to use technology tools to access information and pursue inquiry</u>. Each student <u>will improve two or more levels</u> on a rubric developed by district librarians for measuring a student's ability to use the online database of library resources to locate and evaluate materials to meet a need. <u>XX% of the students will score proficient or above on the rubric.</u></p>	<p>By the end of the 2014-15 school year, all of the 5th grade students in Mrs. ____'s class will <u>show growth in reading a variety of genres</u>. Each student will demonstrate growth by <u>reading at least 2 additional genres</u> as shown by a rubric incorporating beginning of year/end of year circulation reports, reading patterns inventories and student response/reflection. At <u>least XX% of the students will meet proficiency</u> as indicated using the rubric.</p>

<p>Background information: Pre-assessment of 10th graders using a reliable assessment tool shows that many are unfamiliar with how to use the library's online database of resources to locate materials for information needs or pleasure reading.</p> <p><b><u>AASL Anchor Standard 1:</u></b> Inquire, think critically and gain knowledge</p> <p><b><u>Library Media Standard</u></b></p> <p>1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p><b><u>Enduring Learning</u></b></p> <p>Evaluate resources for inquiry</p> <p><b><u>10<sup>th</sup> Grade Level Benchmark</u></b></p> <p>Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.</p>	<p>Background information: Pre-assessment of 5th graders using circulation statistics from the previous year and reader interest/patterns surveys shows that the majority of students are choosing to read a narrow choice of genres (1-2 genres).</p> <p><b><u>Anchor Standard 4:</u></b> Pursue personal and aesthetic growth.</p> <p><b><u>Library Media Standard</u></b></p> <p>4.1.4: Seek information for personal learning in a variety of formats and genres.</p> <p><b><u>Enduring Learning</u></b></p> <p>Read and reflect on a wide variety of genres.</p> <p><b><u>5<sup>th</sup> Grade Level Benchmark</u></b></p> <p>Select books from favorite authors and genres; try new genres when suggested.</p>
<p style="text-align: center;"><b>Counselor</b></p> <p>During this school year, 100% of 6<sup>th</sup> graders will show growth in their Understanding that <b>postsecondary education and life-long learning are necessary for long-term career suc</b></p> <p>Growth will be demonstrated by completing all required elements of the ILP. Using a standards-based 4 point rubric created by Career Cruising, students' current level of understanding will be determined with a constructed response performance task on how career affects learning goals. Applying the same rubric to the post assessment, students will be given a performance task in which they will be asked to identify and explain how these factors influence appropriate career choices. <u>Each student will improve (grow) by moving at least one level on the rubric. Furthermore, XX% of students will score Meets Expectations (Proficient) on the rubric.</u></p>	<p style="text-align: center;"><b>Counselor</b></p> <p>For the 2014-2015 year, all 5th grade students at Kentucky Elementary will improve in their <b>ability to use self-knowledge and interpersonal skills to help them understand and respect self and others.</b></p> <p>As a result, <b>classroom behavior incidence/ office referrals will be reduced by 50%.</b></p> <p>Furthermore, <b>75% of the 5th grade students will have 3 or less classroom incidences and/ or referrals by the end of the school year.</b></p>

Instructional coach	Speech Therapist
<p>Working with 8<sup>th</sup> grade writing teachers to provide support and resources during the 2015-2016 school year, all 8<sup>th</sup> grade students will make measurable progress in <b>writing arguments to support claims</b>. On the District 8<sup>th</sup> Grade Writing Assessment each student will <b>improve by at least one performance level in three or more scoring elements</b> of the LDC argumentation rubric. <b>80% of students will score an average of a 3 or higher</b> on a summative rating of the LDC argumentation rubric.</p>	<p>For the 2015-16 school year, all of my 4<sup>th</sup> &amp; 5<sup>th</sup> grade fluency students will make <b>measurable progress in their ability to have conversations about grade-level topics</b>. Each student will <b>improve by one or more levels</b> on a rubric developed by speech therapists in the district to measure this enduring skill. At least <b>___%</b> of my 4<sup>th</sup> &amp; 5<sup>th</sup> grade fluency <b>students will also perform at the meets expectations level on the rubric</b>.</p>